DOCUMENT RESUME

ED 326 839 CS 010 338

AUTHOR Leitner, David
TITLE Portland Reading Recovery Program 1989-90 Evaluation Report. Year 1.
INSTITUTION Portland Public Schools, OR. Research and Evaluation Dept.
PUB DATE Dec 90
NOTE 48p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Early Intervention; Grade 1; Learning Problems; Primary Education; *Program Effectiveness; *Reading Achievement; *Reading Difficulties; *Reading Improvement; *Reading Skills; *Remedial Reading
IDENTIFIERS Portland School District OR; *Reading Recovery Projects

ABSTRACT

This report on a study of the first year of implementation of the Portland Reading Recovery Program assesses the current status of the program in terms of program planning, teacher outcomes, student outcomes, and parent involvement. Following preliminary data about the 91 first graders and their teachers who were involved in the program, the report discusses findings that suggest that: (1) the program was successfully planned and implemented; (2) the participating teachers (11 teachers in 8 schools) successfully completed an intensive training program that included reading and writing theory and application; (3) the program increased students' reading achievements and concepts about themselves as readers; and (4) the administrators, classroom teachers, and parents supported the program. Data for this report (gathered through interviews, document analysis, test scores, survey questionnaires and observations) are presented in seven tables, two figures, and five appendixes. (KEH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

David Leitner

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

U.S. DEPARTMENT OF EDUCATION

ED328948

PORTLAND READING RECOVERY PROGRAM

1989-90 Evaluation Report

David Leitner
December, 1990

CS010336

Department of Research and Evaluation
Portland Public Schools
Portland, Oregon
Walter E. Hathaway, Director

EVALUATION REPORT

OF THE

PORTLAND READING RECOVERY PROGRAM

1989 - 1990

Year 1

David Leitner
Evaluation Specialist

Portland Public Schools

December, 1990

Administrative Summary

This is a report on a study of the first year of implementation of the Portland Reading Recovery Program. The program is adopted from the Reading Recovery program which was developed by Dr. Marie Clay, and is designed to serve first grade students who are having difficulty learning to read. The program is based on the premise that student learning can be accelerated by providing a high intensive, short-term, teacher-tutorial program that helps students acquire the necessary strategies to become independent readers. The general design of the program is to provide identified first grade students individualized instruction for 30 minutes a day, five days a week. A key component of the program is that Reading Recovery teachers receive a year of intensive training in the program's instructional strategies. The goal of the program is to bring 70% of program students to within the average reading level of their classroom in three to four months.

The purpose of the study is to assess the program based on program planning and outcomes. Specifically, the report addresses questions dealing with the current status of the program in terms of program planning, teacher outcomes, student outcomes, and parent involvement. Five types of data gathering activities were used: interviews, document analysis, test scores, survey questionnaires, and observations.

The findings suggest the following conclusions. First, the program was successfully planned and implemented. Second, 11 teachers in eight schools successfully completed an intensive training program that included reading and writing theory and application. Third, depending on the comparison population, the proportion of students who were successfully discontinued from the program varied. When compared to all students in the program, 43% (39 of the 91 students) were successfully discontinued. When compared to students who were successfully discontinued or who received more than 60 lessons, 70% (39 of 56 students) were successfully discontinued. Fourth, when comparing the performance of the Reading Recovery program students with a random sample of first grade students on three test measures, program students performed as well as the random sample on all three tests at the end of the school year. Fifth, Reading Recovery students who were discontinued prior to April 1, 1990, continued to make progress through the rest of the school year. And finally, in general, administrators, classroom teachers, and parents supported the program and thought that the program increased students' reading achievements and concepts about themselves as readers.

RECOMMENDATIONS

The evaluation report was reviewed and approved by program and evaluation staff. The recommendations are based on the assumption that the program will continue to expand as outlined in the program proposal. There are many qualities about the program that will and should remain unchanged: it is a program that has been carefully and meticulously developed based on data collected over many years. However, in any

first year implementation of a program at a new site, changes are to be expected. Based on the knowledge gained from this first year, the following recommendations are offered.

1. Schools which choose to reallocate significant portions of their Chapter 1 monies to fund Reading Recovery, develop plans to address the needs of students whose Chapter 1 services were curtailed or discontinued.

2. The program develop district-wide procedures for "discontinuing" students who graduate from the program so that the term, discontinued, has a similar meaning.

3. The program develop district-wide procedures for releasing students who fail to accelerate within a reasonable length of time which helps students obtain the services that they need and makes the most efficient use of the Reading Recovery teachers' time.

4. The Portland Reading Recovery Teacher Leader, in conjunction with the trained Reading Recovery teachers, formalize their plans for the continued development of Reading Recovery teachers in program methods and strategies.

5. The Portland Reading Recovery Teacher Leader, in conjunction with the trained Reading Recovery teachers, continue to explore ways to brief primary grade teachers in Reading Recovery buildings about the program.

6. The program continue to develop procedures to involve parents in their childrens' education, especially reading.

7. The program collect longitudinal data on the number and percent of program children who receive supplemental instructional assistance (Chapter 1) in subsequent years.

8. The program report the results of achievement scores of program students on the Portland Achievement Levels Test when students begin to take the test in 1991-92.

TABLE OF CONTENTS

LIST OF TABLES iv

LIST OF FIGURES iv

INTRODUCTION 1

PROGRAM DESCRIPTION 1

EVALUATION QUESTIONS 5

METHOD 6

RESULTS 6
- Program Planning and Operation 6
- Teacher Outcomes 8
- Student Outcomes 10
- Parent Involvement 24

CONCLUSIONS 28

RECOMMENDATIONS 30

Appendix A 31

Appendix B 32

Appendix C 33

Appendix D 36

Appendix E 40

LIST OF TABLES

1 Gender of Reading Recovery Students, N = 91 11

2 The Percent of Students, Their Average Number of Lessons, and Percent of Teacher Time by Pupil Category 12

3 The Number and Percent of Male and Female Reading Recovery Students by Pupil Category 13

4 Percent and Number of Reading Recovery Students by Pupil Category and Number of Lessons 15

5 Summary of Diagnostic Survey Scores for Discontinued Reading Recovery Children and Reading Recovery Children 17

6 Numbers and Percents of Successfully Discontinued Students Scoring Below, Within, and Above an Average Band 19

7 Numbers and Percents of Reading Recovery Program Students Scoring Below, Within, and Above an Average Band 20

LIST OF FIGURES

1 Diagnostic Survey Test Scores of Reading Recovery Program and Discontinued Students Compared with Average Band of First Grade Students, September 1989 and June 1990 21

2 Progress of Discontinued Reading Recovery Students on Three Measures .. 23

INTRODUCTION

The Portland Reading Recovery Program began its first official year of operation in 1989-90. The program is the adopted model of the reading program, called Reading Recovery, that was developed in New Zealand under Dr. Marie Clay in the 1970's. It is a high intensive, teacher-tutorial program that was designed to help first grade students who are having difficulty reading acquire the necessary reading strategies so that they become independent readers. These reading strategies include self-monitoring, cross-checking, predicting and confirming. The program is consistent with the district's emphasis of using developmentally appropriate practices to teach reading within an integrated language arts framework. The overall goal of the program is that 70% of the students defined as program children will read within the average reading level for their classroom.

Reading Recovery (RR) is based on the premise that student learning can be accelerated by providing a high intensive, early intervention program before students fall too far behind their peers. The general design of the program is that identified first grade students receive individualized instruction for 30 minutes a day, five days a week, until the child successfully exits the program, or until the teacher determines that the student can no longer benefit. In the later case, students are referred to the building screening committee for consideration of special education services. An important component of this program is that Reading Recovery teachers receive a year of intensive training in reading and writing theory and application.

PROGRAM DESCRIPTION

The Reading Recovery program was originally brought to the United States through Ohio State University where Marie Clay conducted training in 1983-84. Since that time, Ohio State University has served as the Reading Recovery training center in the United States. The history of Reading Recovery in Portland began in 1987-88 when four schools in the Franklin/Marshall cluster piloted the program under the direction and training of Dr. Colin Dunkeld from Portland State University. Because Dr. Dunkeld was not trained

at the Reading Recovery training center, the program could not be officially called Reading Recovery. Thus, in 1988-89, Dr. Dunkeld went to Ohio State University to be trained as a Teacher Leader Trainer.[1] During his absence, the district developed plans to implement Reading Recovery upon his return. It was decided to offer the program to schools in the Franklin/Marshall cluster because the cluster already supported the earlier pilot program. Principals from the cluster who were interested in Reading Recovery were invited to observe the program in operation in the Columbus (Ohio) Public Schools. Based on these visits and additional information about the program, eight schools enrolled in the program for 1989-90 when Dr. Dunkeld returned and established Portland State University as one of the six teacher leader training sites in the United States. Two of the eight schools participated in the pilot program in 1987-88.

Short term, early intervention

Reading Recovery is an early intervention effort designed to reach those first grade children who are having the most difficulty learning to read. The program hopes to accelerate the students' reading skills, within three to four months, to within the average reading performance of their peers. A key to the program is that students receive daily tutorial instruction from a teacher trained in Reading Recovery diagnostic and instructional strategies. The program expects that students who successfully complete the program will not need future supplemental services.

---

[1] There are three positions in the Reading Recovery program. They are:

> Teacher Leader Trainer: A person who has spent one year being trained at a Reading Recovery training center. The Teacher Leader Trainer is able to train Teacher Leaders and teachers in Reading Recovery.
>
> Teacher Leader: A teacher who is taught by the Teacher Leader Trainer to teach Reading Recovery teachers.
>
> Reading Recovery Teacher: A teacher who spends one year in a graduate course learning to become a Reading Recovery teacher.

In order to identify program students, each school followed similar student selection procedures. That is, in Spring 1989, RR teachers asked the kindergarten teachers to identify the lowest 20% of the students in their class. Then, in Fall 1989, the RR teachers asked the first grade teachers to identify the lowest 20% of their students. From these two lists, the RR teachers developed a list of the lowest first grade students, usually about 20 to 25 students. These students were then tested on five diagnostic tests from the Reading Recovery program: Letter Identification, Writing Vocabulary, Concepts About Print, Dictation, and Ohio Word Test. (See Appendix A for a description of these tests.) Based on the test results, each RR teacher, with the assistance of the Teacher Leader Trainer, selected three to four students to begin instruction. Teachers selected the lowest students who were likely to be at the school for three to four months and who would attend school regularly. These criteria were established in order to most effectively use the teachers' time and training. When slots became available in the program, the RR teachers selected new students from the list developed at the beginning of the school year.

Instructional Program

The first two weeks of a student's Reading Recovery program is called "Roaming Around the Known". During these first two weeks, RR teachers stayed with what the child already knew. Teachers did not introduce new learning at this time. Results from the Diagnostic Survey already showed some of the things that the child can do. In addition, the teacher further sampled and recorded other behaviors that the student performed. Teachers provided students with the opportunities to become fluent and flexible with what they already knew, building a foundation on which the teacher can begin. Thus, instruction was built upon a student's strengths.

The tutoring session is similar for all students because there are seven steps that each session covers. The seven steps are.

1. Fluent writing practice: The RR teacher works with the student on writing one or two words or letters in order to establish fluency in writing. These are typically

words and letters which the student nearly has under control.

2. Familiar re-reading: The student reads a book to the teacher which has been previously read in order to build student confidence, fluency and expression in reading.

3. Running Reading Record: The student reads a book which was previously introduced and read. The teacher keeps track of the student's performance (both mistakes and corrections) so that the teacher can determine the cues and strategies used by the student. This helps the teacher determine if the difficulty level of the book is appropriate for the student.

4. Letter work: The student works with the teacher to establish knowledge of letter names, sounds, and links with text and writing.

5. Writing of story: The teacher helps the student hear sounds in words, sounds in sequence, and then has the student write one or two sentences in a blank writing book. Emphasis is put on helping the student hear sounds in words and working towards independent writing.

6. Cut-up sentence (from writing): The teacher cuts-up the sentence written by the student in Step 5 and has the student reassemble the sentence in order to promote monitoring and searching strategies.

7. New book: The teacher introduces a new book to the student in order to build meaning and fluency. The student then reads the book which will be used the following the day for the Running Reading Record, Step 3.

Unlike many instructional programs, a great variety of instructional materials are not required. The materials for the Reading Recovery program include a collection of short stories of increasing level of difficulty. The books were selected because they provide support for young readers by using familiar language patterns within the framework of a predictable story. No child reads every book at a designated level. Instead, each child's reading material is different and selected for that student. Other materials used in the program include pencils and a blank writing book. Teachers also used a magnetic chalkboard and alphabet letters in support of reading and writing in context.

EVALUATION QUESTIONS

The study sought to answer seven evaluation questions which were identified from discussions with the District Chapter 1 Coordinator and the Portland Reading Recovery Teacher Leader. The seven questions covered four areas: program planning and operation, teacher outcomes, student outcomes, and parent involvement. They are:

Program Planning and Operation:

1. What is the process for planning and implementing the Portland Reading Recovery Program?

Teacher Outcomes:

2. What is the process for training teachers in the instructional methods of the program?

Student Outcomes:

3. What proportion of Reading Recovery program children were discontinued?

4. What was the progress of Discontinued, Reading Recovery program, and non-program students?

5. What proportion of Discontinued and Reading Recovery program students achieved end-of-year scores equal to or exceeding the average band of a random sample of students?

6. What was the progress from entry through end-of-year testing for children discontinued from the program prior to April 1, 1990?

Parent Involvement:

7. What responses were made by administrators, other teachers in the building, and parents of Reading Recovery children which reflect on the impact of the Reading Recovery Program?

METHOD

The evaluation of the Portland Reading Recovery program was undertaken at the request of the District Chapter 1 Coordinator and District Reading Recovery Teacher Leader. The evaluation report provides the District Chapter 1 Coordinator, Reading Recovery Teacher Leader and other interested parties specific information on the evaluation questions. The evaluation includes both formative and summative evaluation procedures. Data collection methods were developed to answer each question in the most appropriate manner. Five types of data gathering activities were used: interviews, document analysis, test scores, survey questionnaires, and observations. The results are expected to be useful to these decision makers as they determine the future directions of the program.

RESULTS

Program Planning and Operation

Evaluation Question 1. What is the process for planning and implementing the Portland Reading Recovery Program?

Rationale and Goals

The overall goal of the Reading Recovery Program is to ensure that all children have access to literacy in the early years of their education. Specifically, it is hoped that: a) Reading Recovery will reduce the reading failure of identified first grade students, b) Reading Recovery teachers will learn specific skills and develop the necessary knowledge base needed to teach students individually, and c) parents will become more involved in their children's education. The program plans to achieve those goals by providing first grade program students with a short term, early intervention reading program. In addition, RR teachers spend one year in a rigorous training program in order to learn program skills and strategies. The training component of the program is explained in further detail under Evaluation Question 2. Finally, the program created the opportunity for parents to become more involved in their children's education by

providing students with daily reading materials so that they can read with their parents at home.

Program Management and Organization

The program is managed by a principal on special assignment, who is also in training as a Reading Recovery Teacher Leader, and who will serve as the Portland Teacher Leader beginning in 1990-91. She is assigned full-time to the Franklin/Marshall DOI office. Her responsibilities include program management and coordination of day-to-day activities and training sessions, visiting and supervising teacher trainees in matters concerning Reading Recovery, being trained as a teacher leader, and working with four students daily as a Reading Recovery teacher. The Teacher Leader and the RR teacher training classes are housed at the Franklin/Marshall cluster office. A portion of the DOI office facility was especially equipped in order to conduct the training sessions.

The Teacher Leader and RR teachers reported that there were no major problems during implementation. The fact that the program was piloted in Portland two years ago and that the Teacher Leader and several RR teachers had previous experience in program strategies and methods through their participation in the pilot program probably helped circumvent any major problems. In addition, there are rather specific guidelines that schools are required to follow when adopting Reading Recovery which probably helped limit implementation problems. Although the Portland Teacher Leader reported that they may adjust several minor program components, no major changes were expected.

A key consideration that each school addressed was how to fund the program. Because the program required that schools commit at least a half-time teacher (.5 FTE) to Reading Recovery, and no additional district funds were available, schools had to decide which of their monies to use to fund the Reading Recovery teacher. Schools used several different funding sources, including Chapter 1, Basic Skills, and General Fund monies. However, because the program was designed to serve low performing students

and because all eight schools receive Chapter 1 assistance, most schools reallocated portions of their Chapter 1 monies to support program staff. One result of using Chapter 1 funds was that supplemental services to others students eligible for Chapter 1 were either curtailed or discontinued. In fact, five schools reallocated Chapter 1 monies to fund a half-time (.5 FTE) Reading Recovery teacher. Three other schools supported Reading Recovery from either the General Fund, Basic Skills, or a combination of Chapter 1 and Basic Skills. See Appendix B for a list of the schools, teachers, assignments, and funding sources.

Other financial support for Reading Recovery was obtained from the Superintendent's discretionary funds and Franklin/Marshall cluster funds. The Superintendent's discretionary funds provided one-half of the Teacher Leader's FTE, $1000 per site for materials, reimbursement to RR teachers for three additional graduate credits of training beyond the six graduate credits allowed by the teacher's contract, and the cost of training the Teacher Leader. Franklin/Marshall cluster funds purchased the other half of the Teacher Leader's FTE, a computer and printer, and a room equipped for weekly training sessions.

Teacher Outcomes

Evaluation Question 2. What is the process for training teachers in the instructional methods of the program?

A key to reducing reading failure and teaching children to become independent readers is that RR teachers are trained in program strategies and methods. The goal of the training program is to develop teacher knowledge, observational skills, and problem-solving ability. It includes not only study in reading and writing theory and engagement in high-level analytical activities, but also daily application of theory in the classroom by working with students. According to the program, the training helps teachers develop a strong knowledge base, and also builds a collegial bond among teacher trainees. The

program initially started with 12 teachers in nine schools. With the exception of one teacher who left the program for personal reasons, all other RR teachers successfully completed the program. Thus, 11 teachers in eight schools completed the training program. Each teacher received three units of credit each quarter - a total of nine units of graduate credit for the year.

All RR teachers spent one year in a graduate level course conducted by the Teacher Leader Trainer, Dr. Colin Dunkeld, that focused on training in program instructional strategies. The class began in August with a three day summer workshop and continued weekly throughout the school year, for three quarters. A major purpose of the summer workshop was to discuss how to begin the program and how to administer and interpret the Reading Recovery Survey. The weekly sessions were scheduled for Thursday evenings, 4:30 p.m. to 7:30 p.m. The general format of the training session was similar each week. First, two different teachers weekly were asked to bring one of their Reading Recovery students to the class to conduct separate demonstration lessons. In a demonstration lesson, each teacher instructed their student in a specially constructed room behind a one-way glass. The other teachers observed the demonstration lessons and discussed, under the direction of the Teacher Leader Trainer, the procedures and strategies used by the demonstration teachers. After the demonstrations, teachers discussed what was observed with the demonstration teachers and examined their different teaching strategies. In addition, the Teacher Leader Trainer discussed the readings for the course[2] and reviewed any management issues.

According to RR teachers, the most beneficial aspect of the training program was

---

[2] The readings were:

Clay, Marie. (1985). The Early Detection of Reading Difficulties. Heinemann Publishers. Hong Kong.

Clay, Marie. (1979). Reading: The Patterning of Complex Behavior. Heinemann Publishers, Hong Kong.

that they developed theories about how children learn to read. Teachers reported that it helped them learn how to identify where children are in the reading process by using observation and diagnostic skills, and then use effective teaching strategies to help students learn to read. All the RR teachers felt that they learned a great deal during the year, and thought there was still much more to learn about how children learn to read. Although formal training is not planned for trained RR teachers next year, they will meet as a support group regularly to review teaching strategies and the reading process.

The Portland Teacher Leader also participated in the training for Reading Recovery teachers. In addition, the Teacher Leader participated in a separate class for teacher leaders that was scheduled from 2:00 p.m. to 5:00 p.m. every Monday for three quarters. As a result the Teacher Leader earned three credits a quarter for her training with the RR teachers and an additional two credits for the teacher leader practicum, a total of 15 units of graduate credit for the year. Thus, the Teacher Leader not only participated in course work with the Reading Recovery teachers to read and study issues in the theory and practice of teaching of reading, but also to learn and experience the responsibilities of the Teacher Leader role. As a result, the Teacher Leader gained experience in leading training sessions.

Student Outcomes

Evaluation Question 3. What proportion of Reading Recovery program children were discontinued?

RR teachers worked with a total of 91 students during the school year. Records were kept on all students. Table 1 shows a breakdown of the students by gender. Of the 91 students, 66 (73 %) were male and 25 (27%) were female. Data are not reported for geo-cultural background because almost all students are European American.

The students who were served in the program can be divided into four student categories depending on their program status at the end of the school year: discontinued (students who had successfully completed the program), current (students who were in

Table 1
Gender of Reading
Recovery Students, N = 91

Gender	Percent	Number
Female	27	25
Male	73	66
Total	100	91

the program at the end of the year), released (students who were released from the program but not successfully discontinued), and moved (students who moved). According to the Reading Recovery program, students are successfully discontinued from the program when they are considered independent readers by the RR teacher and when they perform at or above the average level of their classroom on the Text Reading subtest. The process for successfully discontinuing a student was the same at each school. When the RR teacher believed that a student was ready to be successfully discontinued, the RR teacher tested three average students from the RR student's classroom on the Text Reading subtest in order to determine the classroom average. The RR student was also tested. If the RR student's Text Reading level was at or above the classroom average, then the student was successfully discontinued from the program. If not, the RR teacher decided either to work with the student a little longer or release the student, depending on how long the student had been in the program, and whether the teacher believed that the student would make additional accelerated progress. One result of using a procedure that is tied to the classroom average was that students were successfully discontinued at different Text Reading levels because the average classrooms' level differed across the district. For example, the range of the average Text Reading level for classrooms tested by the program in February, 1990, was from nine to 18. As a result, not only were students successfully discontinued at different reading levels across schools, but I also discovered within the same school. Thus, the meaning of the term "successfully discontinued" was not consistent across the district.

Table 2 shows the number of students, their average number of lessons, and the approximate percent of time that teachers spent with students for each pupil category.

Table 2
The Percent of Students, their Average Number of Lessons, and Percent of Teacher Time by Pupil Category

Pupil Category	Percent	Number	Ave. No. of Lessons	Percent of Teacher Time
Discontinued	43	(39)	68.1	51.1
Released	10	(9)	82.3	14.2
Moved	9	(8)	24.9	3.8
Current	38	(35)	45.5	30.7
Total	100	(91)	57.0	99.8

The category, percent of teacher time, was determined from the number of students and the average number of lessons for each pupil category. Of the 91 students who were in Reading Recovery, 43% (39 students) were discontinued, 10% (9 students) were released, 9% (8 students) moved, and 38% (35 students) were still in the program at the end of the school year. Of the 9 students who were released, 3 were released because of poor attendance, 2 due to lack of progress, and 4 students were referred to Special Education.

The table also shows that students who were released from the program, on the average, had more lessons ($\underline{M}$ = 82.1) than discontinued students ($\underline{M}$ = 68.1), than current students ($\underline{M}$ = 45.5), and students who moved ($\underline{M}$ = 24.9). In addition, RR teachers spent approximately 51% of their time with students who were successfully discontinued, and an equal percent of time with all other students, including those who were released (14%), moved (4%), and students still in the program at the end of the year (31%). When the number of students for each category are considered, RR teachers are spending the most time per student with students who are released from the program.

For comparison purposes, student data were also divided into the three pupil

categories which are used for evaluation purposes by the national Reading Recovery training center at Ohio State University. The three categories are: discontinued students (those who successfully completed the program), not discontinued students (with 60 or more lessons), and other students served (with fewer than 60 lessons). Table 3 shows the percent and number of Reading Recovery students for each of the three pupil categories by gender.

Table 3
The Number and Percent of Male and Female
Reading Recovery Students by Pupil Category

	Gender					
	Female		Male		Total Pupils	
Pupil Category	%	(N)	%	(N)	%	(N)
Discontinued	40	(10)	44	(29)	43	(39)
Not Discontinued (Lessons $\geq$ 60)	8	(2)	23	(15)	19	(17)
Not Discontinued (Lessons $\leq$ 60)	52	(13)	33	(22)	38	(35)
TOTAL	100	(25)	100	(66)	101	(91)

Note. Due to rounding some total percents do not equal 100.0

When divided in this manner, the results show that 43% (39 students) were successfully discontinued, 38% (35 students) were not discontinued and had fewer than 60 lessons, and 19% (17 students) were not discontinued with more than 60 lessons. Of the 35 not-discontinued students who had fewer than 60 lessons in the program, one student was

released because of attendance problems, seven students had moved, and 27 students were still in the program at the end of the year. Of the 17 students who were not discontinued and had more than 60 lessons, one moved, two were released because of a lack of progress, two were released because of attendance problems, four were referred to Special Education, and eight were still in the program at the end of the year. In addition, the data show that an equivalent percent of males and females were successfully discontinued from the program.

Table 4 shows the percent and number of Reading Recovery students for the three pupil categories and the distribution of the number of lessons which students received in the program. The results indicate that one-third (13 of 39) of the successfully discontinued students were discontinued with fewer than 60 lessons. Four of these students were successfully discontinued with fewer than 20 lessons, or in less than four weeks. Students who were successfully discontinued with fewer than 60 lessons were typically students who entered the program near the end of the school year, thus having more reading experience and requiring less help than students who entered the program earlier.

Because RR teachers spent a sizeable amount of time with the 17 not discontinued students who had more than 60 lessons, I wanted to see who were in the category and what was their chances of success. As previously stated, nine of the 17 students were released and eight were still in the program at the end of the year. I already determined that RR teachers spent more time per student with the nine released students than with any other student category. In addition, data show that the eight students still in the program had an average of 108.5 lessons, with an average Text Reading level in Spring 1990, of 5.5, well below the average level ($\underline{M}$ = 14.8) for discontinued students. The data suggest that these eight students would probably not be successfully discontinued. Thus, RR teachers spent a considerable amount of time with a few students, beyond the time spent with discontinued students, with little chance of success.

Finally, also to compare the results with national Reading Recovery statistics, the number of students who were successfully discontinued were compared with the number

Table 4

Percent and Number of Reading Recovery Students
by Pupil Category and Number of Lessons

Number of Lessons	Pupil Category: Discontinued Pupils %	(N)	Not Discontinued Pupils %	(N)	Other Pupils Served %	(N)	Total Pupils Served %	(N)
Fewer than 60								
1 - 9	0	(0)			14	(5)	15	(14)
10 - 19	10	(4)			23	(8)	13	(12)
20 - 29	8	(3)			20	(7)	11	(10)
30 - 39	0	(0)			11	(4)	4	(4)
40 - 49	8	(3)			23	(8)	12	(11)
50 - 59	8	(3)			6	(3)	7	(6)
Subtotal	33	(13)			35	(35)	53	(48)
More than 60								
60 - 69	15	(6)	18	(3)			10	(9)
70 - 79	18	(7)	0	(0)			8	(7)
80 - 89	8	(3)	24	(4)			8	(7)
90 - 99	13	(5)	18	(3)			9	(8)
100 - 109	10	(4)	12	(2)			7	(6)
110 - 119	0	(0)	6	(1)			1	(1)
120 - 129	3	(1)	24	(4)			6	(5)
Subtotal	67	(26)	102	(17)			47	(43)
TOTAL	100	(39)	102	(17)	97	(35)	100	(91)

Note: Some percent totals may not equal 100 due to rounding.

Table 4
Percent and Number of Reading Recovery Students
by Pupil Category and Number of Lessons

Number of Lessons	Pupil Category: Discontinued Pupils %	(N)	Not Discontinued Pupils %	(N)	Other Pupils Served %	(N)	Total Pupils Served %	(N)
Fewer than 60								
1 - 9	0	(0)			14	(5)	15	(14)
10 - 19	10	(4)			23	(8)	13	(12)
20 - 29	8	(3)			20	(7)	11	(10)
30 - 39	0	(0)			11	(4)	4	(4)
40 - 49	8	(3)			23	(8)	12	(11)
50 - 59	8	(3)			6	(3)	7	(6)
Subtotal	33	(13)			35	(35)	53	(48)
More than 60								
60 - 69	15	(6)	18	(3)			10	(9)
70 - 79	18	(7)	0	(0)			8	(7)
80 - 89	8	(3)	24	(4)			8	(7)
90 - 99	13	(5)	18	(3)			9	(8)
100 - 109	10	(4)	12	(2)			7	(6)
110 - 119	0	(0)	6	(1)			1	(1)
120 - 129	3	(1)	24	(4)			6	(5)
Subtotal	67	(26)	102	(17)			47	(43)
TOTAL	100	(39)	102	(17)	97	(35)	100	(91)

Note: Some percent totals may not equal 100 due to rounding.

of program or treatment students. Treatment or program students are defined as those students who were successfully discontinued or students who had more than 60 lessons in the program. The cut-off criterion was set at 60 lessons because a study conducted by Marie Clay, the program's developer, determined that an average of 60 lessons was needed for pupils to be discontinued and to continue to work successfully in the normal classroom setting. Of the 91 students who received services from the Reading Recovery program, 56 students (62%) were considered program students, or the treatment group. And, of the 56 treatment students, 70% (39 students) were successfully discontinued from the program. This success rate is consistent with the goal of the program to discontinue 70% of the treatment or program students, and is consistent with the success rates of other Reading Recovery Program sites across the nation.

Evaluation Question 4. What was the progress of Discontinued, Reading Recovery program students, and non-program students?

Pre and post test scores for all RR program students, discontinued and not discontinued, as well as non-program students receiving RR services were compared on three measures of the Diagnostic Survey: Writing Vocabulary, Dictation, and Text Reading. Only 44 of the 56 program students and two non-program students, who had test scores for both September (pre test) and June (post test), were included in the analyses. Table 5 summarizes the progress of the 46 students, divided into the three pupil categories (successfully discontinued, not successfully discontinued with fewer than 60 lessons, and not successfully discontinued with more than 60 lessons). The results indicate that all program students, both discontinued and not discontinued students made progress during the school year, and discontinued students made considerably more progress than students not discontinued from the program. Data for the two non-program students are not reported because of the limitations associated with data based on such a small sample size.

Although discontinued students made larger gains than not discontinued students,

Reading Recovery Children and Reading Recovery Program Children

Measure	Month of Testing	Program Students			Non-Program Students
		All Program Pupils (N = 44)	Discontinued Program Pupils (N = 29)	Not Discontinued Program Pupils (Over 60 lessons) (N = 15)	Not Discontinued (Under 60 Lessons) (N = 2)
Text Reading (Max=26)	Sept	1.03	1.14	.79	*
	June	12.14	15.80	5.21	*
Dictation (Max=37)	Sept	2.11	2.50	1.21	*
	June	33.36	34.90	30.14	*
Writing Vocabulary (10 Min)	Sept	2.02	2.40	1.29	*
	June	34.82	41.14	21.14	*

* The number of students on which the data is based is too small to consider the data reliable.

Table 5
Summary of Diagnostic Survey Scores for Discontinued Reading Recovery Children and Reading Recovery Program Children

Measure	Month of Testing	Program Students			Non-Program Students
		All Program Pupils (N = 44)	Discontinued Program Pupils (N = 29)	Not Discontinued Program Pupils (Over 60 lessons) (N = 15)	Not Discontinued (Under 60 Lessons) (N = 2)
Text Reading (Max=26)	Sept	1.03	1.14	.79	*
	June	12.14	15.80	5.21	*
Dictation (Max=37)	Sept	2.11	2.50	1.21	*
	June	33.36	34.90	30.14	*
Writing Vocabulary (10 Min)	Sept	2.02	2.40	1.29	*
	June	34.82	41.14	21.14	*

* The number of students on which the data is based is too small to consider the data reliable.

suggesting that some students benefit more from Reading Recovery than other students, it is difficult to interpret exactly what the data mean. Because there is no comparison group, or data for a group of students who received supplemental instruction from another instructional program, it is difficult to judge whether the program gains met an acceptable standard or whether program gains are better than other supplemental assistance programs.

Evaluation Question 5. What proportion of Discontinued and Reading Recovery program students achieved end-of-year scores equal to or exceeding the average band of a random sample of students?

In order to help interpret the gains of Reading Recovery students, the scores of students who were successfully discontinued, and then the scores of all Reading Recovery program students, were compared with an average band of tests scores for a sample of randomly selected students on three measures, (Writing Vocabulary, Dictation, and Text Reading) at the end of the school year. The average band is defined as plus or minus .5 standard deviation units from the mean score of the random sample of all first grade students. The random sample was selected from a list of first grade students at the participating schools who did not participate in Reading Recovery. In all, 40 students were selected as the random sample, and data were collected on all 40 students.

Table 6 shows the number and percent of the 39 successfully discontinued students who scored below, within, and above the average band of scores for the random sample of students on three measures. On two of the three subtests (Text Reading and Dictation) all the discontinued students scored within or above the average band of the randomly selected students, while 98% of the discontinued students' Writing Vocabulary scores were within or above the average band.

In addition, Table 7 displays the student test scores for all Reading Recovery program students (both successfully discontinued and not discontinued) as compared to the random sample of all first-grade students. These results show that the majority of

Table 6
Numbers and Percents of Successfully Discontinued Students
Scoring Below, Within, and Above an Average Band

Measure	Average Band	Scores of Discontinued Students	Number	Percent
Text Reading	8 - 16	Below Band	0	0
		Within Band	31	79
		Above Band	8	21
Dictation	29 - 36	Below Band	0	0
		Within Band	28	72
		Above Band	11	28
Writing Vocabulary	26 - 41	Below Band	1	3
		Within Band	19	49
		Above Band	19	49

Note: The average band is $\pm$.5 standard deviation from the mean score of the Random Sample of all first-grade students.

Reading Recovery student scores were within or above the average band of the randomly selected students. That is, of the 56 program students, 75% of the scores in Text Reading, 91% of the Dictation scores, and 76% of the scores in Writing Vocabulary, were either within or above the average band of scores of the randomly selected students.

Another way to display these data is shown in Figure 1 which includes the mean scores and average band of the random sample of first grade students in spring with the mean scores of the successfully discontinued and Reading Recovery program children in September and June. The results show that the spring means of the discontinued

Table 7

Numbers and Percents of Reading Recovery Program Students Scoring Below, Within, and Above an Average Band

Measure	Average Band	Scores of All Program Students	Number	Percent
Text Reading	8 - 16	Below Band	14	25
		Within Band	33	60
		Above Band	8	15
Dictation	29 - 36	Below Band	5	9
		Within Band	39	71
		Above Band	11	20
Writing Vocabulary	26 - 41	Below Band	13	24
		Within Band	23	42
		Above Band	19	35

Note: The average band is $\pm$.5 standard deviation units from the mean score of the Random Sample of all first-grade students.

students were above the spring means of the random sample of first grade students for all three measures. In addition, the spring means of all Reading Recovery program children were above the mean scores of the random sample for the Dictation and the Text Reading scores, and was within the error band of the random sample score for Writing Vocabulary.

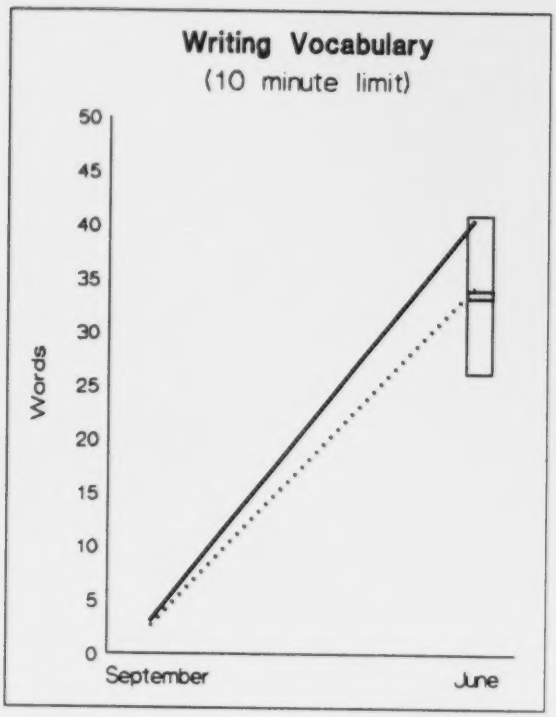
Figure 1.

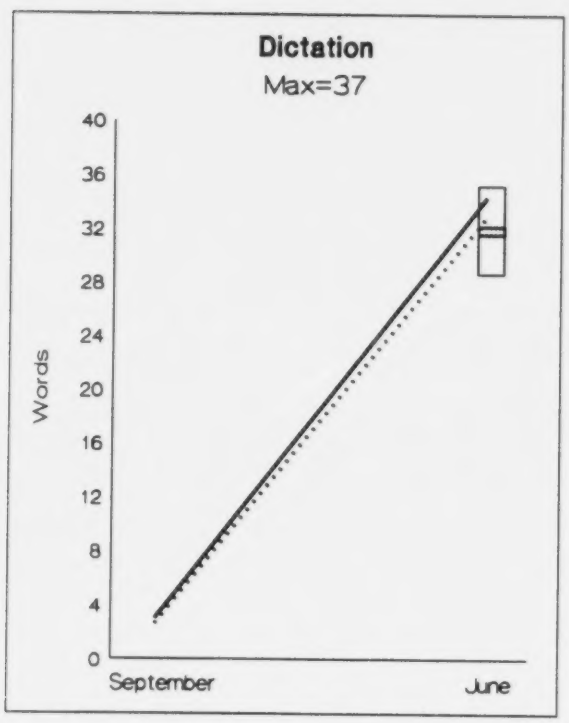
Diagnostic Survey Test Scores of Reading Recovery Program and Discontinued Students Compared with Average Band of First-Grade Students, September 1989 and June 1990

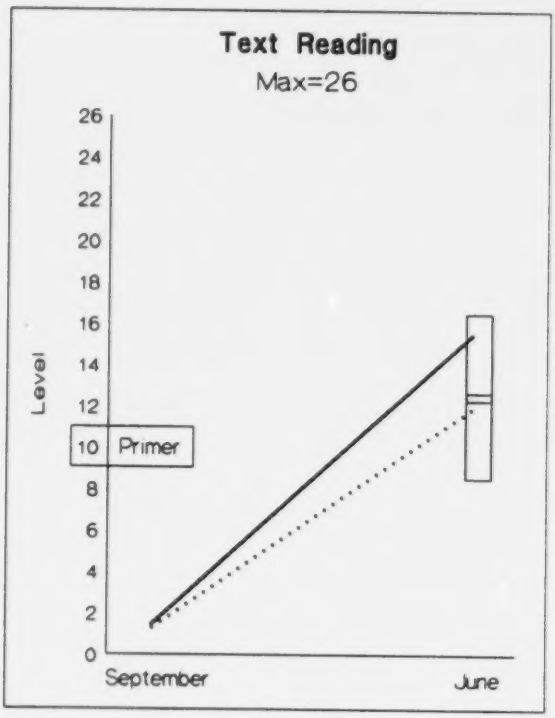
Discontinued Students (N=39)

Reading Recovery Program Students (N=56)

Random Sample Mean and Average Band: (±0.5 Standard Deviation) (N=40)







Evaluation Question 6. What was the progress from entry through end-of-year testing for children discontinued from the program prior to April 1?

The purpose of this analysis was to determine whether those students who were successfully discontinued from the program and given no further help in Reading Recovery would continue to make progress in the classroom instructional program during the rest of the school year. In order to answer this question, the continued progress of students who were released from the program during the first six months of the school year, or prior to April 6, 1990, was assessed on three test measures (Text Reading, Writing Vocabulary, and Dictation). Thus, for these students, the tests were administered three times - at the beginning of the program (entry date), at the date at which they were discontinued (exit date), and again at the end of the school year (year-end date). The entry and year-end test dates were similar for all students, September and June, respectively. However, the exit testing date differed for these students because students were exited at different times, ranging from January through March, 1990.

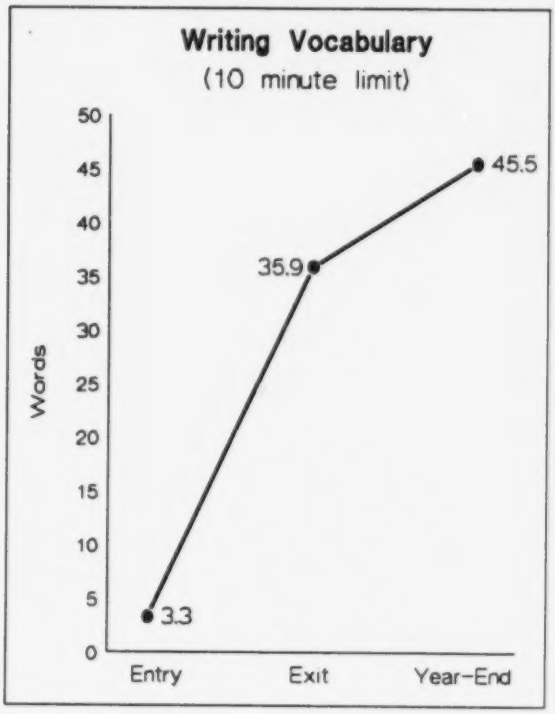
Figure 2 displays the results of the three test administrations. Because only 14 of the 39 discontinued students exited during the first six months of the school year, the results must be interpreted with caution due to the small sample size. Although, the results show that the Dictation scores were, at the exit point, so close to the maximum possible score that little absolute improvement was possible, the students demonstrated substantial improvement in Text Reading (where exit scores had been less than half of all possible points) and in Writing Vocabulary (where there was a time limitation rather than a specific score possible).

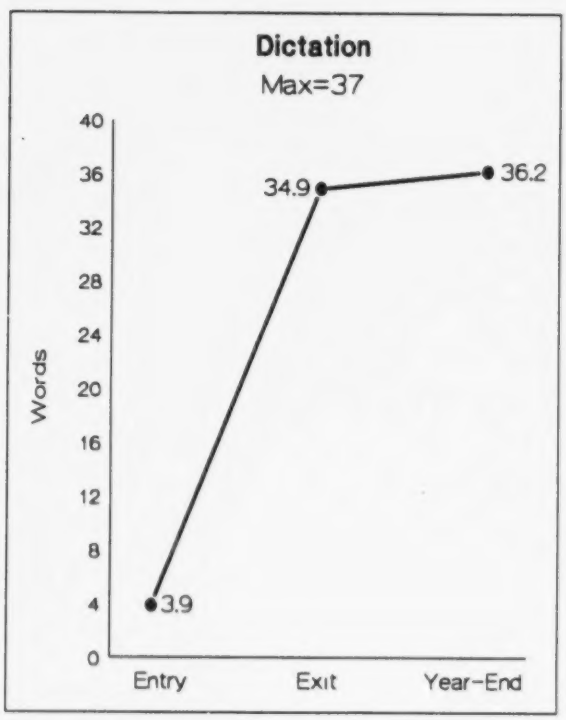
Figure 2.

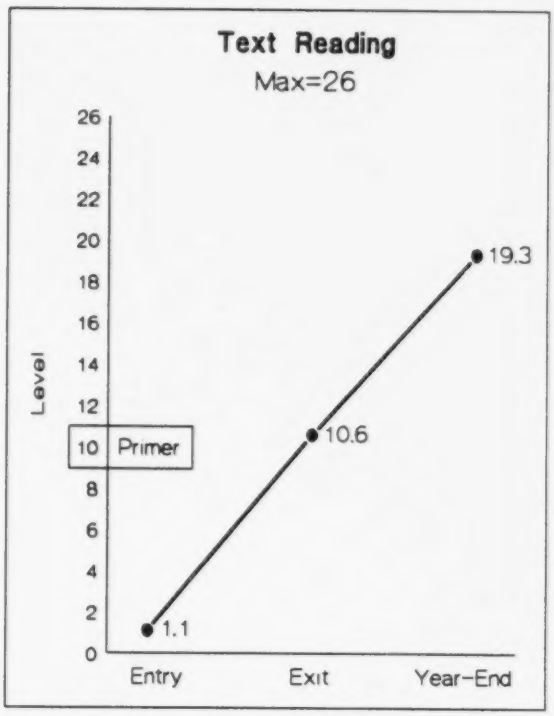
Progress of
Discontinued Reading Recovery
Students on Three Measures

(Discontinued Prior to April 1)

—●— Discontinued Students
(N=14)







Parent Involvement

Evaluation Question 7. What responses were made by administrators, other teachers in the building, and parents of Reading Recovery children which reflect on the impact of the Reading Recovery Program?

Data for this question were obtained by surveying administrators, classroom teachers of Reading Recovery students, and parents using individual surveys developed especially for that group. All answers were confidential and copies of the individual surveys are in the appendices. In general, all groups were very positive and supportive of the program. They indicated that the program helped students learn to read and improved their self-concepts and attitudes towards school. Specifics about the responses from individual groups are discussed below.

Administrators

Eleven administrators[3] of Reading Recovery programs were sent a questionnaire about the program; all 11 questionnaires (100%) were returned. A copy of the questionnaire and a content analysis of comments that were made to specific questions are in Appendix C. The responses to the questions on the survey can be summarized by the following statements. First, when asked what was the impact of RR on their students, administrators felt that Reading Recovery had a very positive effect in terms of student performance and self-concept. Second, when asked what their teachers thought of Reading Recovery, the administrators responded that while some classroom teachers are not familiar with the program, those that are familiar with it are very supportive. Third, when asked what parents think about the program, administrators stated that they have

[3] The 11 administrators include two principals at schools outside the district. Teachers at these two schools were trained by the Teacher Leader Trainer who collected these data for a separate report. Since the questionnaires were anonymous, the two questionnaires could not be separated from the Portland data.

heard positive responses about the program from parents. Fourth, on a five-point scale from "1" (not a very good program) to "5" (a very good program) 10 of the 11 administrators think Reading Recovery is a "5", or very good program. And finally, when asked what are their major concerns about implementing the program, administrators responded that they are concerned about having the necessary funds and resources to continue to support RR at their schools.

Classroom Teachers

"Classroom teachers" refers to the homeroom teachers of the Reading Recovery students. Twenty-three classroom teachers were sent a questionnaire about the Reading Recovery program; 21 teachers (91%) returned the questionnaires. A copy of the questionnaire and a content analysis of comments that were made to specific questions are in Appendix D. In general, classroom teachers were also supportive of the program. Their responses to questions on the survey can be summarized by the following statements. First, on a five-point scale from "1" (nothing) to "5" (a great deal), 12 classroom teachers thought that the RR teachers informed them about student progress a "5", or a great deal, and almost all teachers (20 of 21) felt that RR teachers at least did an average job, a "3". Second, when asked about what changes they observed in children participating in Reading Recovery, the teachers' responses can best be summarized by one teacher's comment: "Improvement in skills, self-esteem, and responsibility." Third, when asked what parents thought about the program, classroom teachers reported that if parents did say something about the program, it was always positive. Fourth, when classroom teachers were asked if they would send other identified classroom students to the program, the large majority indicated they would support having more of their students in Reading Recovery because they see the positive results and they know that, given their own class load, they do not have the opportunity to provide the type of intensive instruction that some students need to succeed. Fifth, on a scale from "1" (not a very good program) to "5" (very good program), a majority of teachers (13 of 21) think Reading Recovery is a "5"

or very good program, and all classroom teachers rate the program at least a "3". Sixth, of 17 teachers responding to a question on student classroom performance, 15 teachers (88%) believe that the students who were successfully discontinued from the program are now reading at a level similar to their average student. Seventh, classroom teachers are in much less agreement when asked whether the program influenced how they teach reading: approximately half of the teachers thought the program supported their own teaching strategies and saw its usefulness in their own class, and half of the teachers did not think it influenced their teaching. And, finally, a common response theme did not emerge from a question that asked classroom teachers for suggestions to improve the program in new schools, however several teachers would like the program to serve more students.

Parents

Questionnaires were sent to parents of students who were in the program prior to March, 1990. A copy of the questionnaire and a content analysis of comments that were made to specific questions are in Appendix E. Of the 55 questionnaires that were sent to parents, only 26 (47%) were returned. While this low return rate is characteristic of the return rates of other questionnaires sent to parents for program evaluations, the responses of the returned questionnaires may not be representative of the entire parent population. With that caution in mind, parent responses can be summarized by the following statements. First, without exception, parents felt that the program improved their children's reading skills and made their children feel better about themselves and attending school. Second, parents indicated that they would strongly support the program if another parent asked about the program, e.g., "I would say if you have an opportunity to go through Reading Recovery, don't pass it up. They (Reading Recovery teachers) are so good with kids who have little or no reading ability in helping them to learn and apply themselves." Third, without exception, parents indicated that RR teachers contacted them either by a telephone call or by a note to let them know about their

child's progress. Fourth, on a scale from "1" (not a very good program) to "5" (a very good program), 21 of the 25 parents (81%) think Reading Recovery is a "5", or very good program, and all parents rate the program at least a "4". And finally, parents reported that they read with their children an average of 4.7 times a week, which is more times than before the program for 13 parents, about the same number of times for 10 parents, and fewer times than before the program for 2 parents.

CONCLUSIONS

In general, the conclusions are based on the seven evaluation questions asked about the program. Since this is the first year of the program, the program should be assessed at a later date to determine whether this year's success rate is maintained.

1. The Portland Reading Recovery Program was successfully planned and implemented. Program staff should be commended for their efforts in program planning and implementation. For the most part, schools implemented Reading Recovery by reallocating portions of their Chapter 1 funds to Reading Recovery in order to serve the low performing first grade students.

2. Eleven teachers in eight schools successfully completed a year of intensive training in Reading Recovery that included both the study of reading and writing theory and the application of the newly acquired skills by working with first grade students in their schools.

3. Depending on the comparison population, the proportion of students who were successfully discontinued from the program varied. When compared to all students who received Reading Recovery services regardless of the number of lessons, 43% (39 of the 91 students) were successfully discontinued. When compared to the treatment group or program students (those students who were successfully discontinued or who received more than 60 lessons) 70% (39 of 56 students) students were successfully discontinued. Thus, the program met its goal.

4. Reading Recovery teachers spent approximately half of their time working with students who were successfully discontinued from the program, and half of their time working with students who were not successfully discontinued.

5. Students who were successfully discontinued from the program made considerably more progress than students who were not discontinued from the program, suggesting that Reading Recovery has an impact and that it benefits some students more than others.

6. When comparing the performance of Reading Recovery students (both discontinued and not discontinued) with a random sample of first grade students on three test measures, the discontinued students performed above the random sample of students, and the not discontinued students performed as well as the random sample.

7. Reading Recovery students who were discontinued prior to April 1 continued to make progress through the rest of the school year.

8. In general, administrators, classroom teachers, and parents were very supportive of the program and thought that the program improved students' reading achievement and their self-concepts as readers.

RECOMMENDATIONS

The evaluation report was reviewed and approved by program and evaluation staff. The recommendations are based on the assumption that the program will continue to expand as outlined in the program proposal. There are many qualities about the program that will and should remain unchanged: it is a program that has been carefully and meticulously developed based on data collected over many years. However, in any first year implementation of a program at a new site, changes are to be expected. Based on the knowledge gained from this first year, the following recommendations are offered.

1. Schools which choose to reallocate significant portions of their Chapter 1 monies to fund Reading Recovery, develop plans to address the needs of students whose Chapter 1 services were curtailed or discontinued.

2. The program develop district-wide procedures for "discontinuing" students who graduate from the program so that the term, discontinued, has a similar meaning.

3. The program develop district-wide procedures for releasing students who fail to accelerate within a reasonable length of time which helps students obtain the services that they need and makes the most efficient use of the Reading Recovery teachers' time.

4. The Portland Reading Recovery Teacher Leader, in conjunction with the trained Reading Recovery teachers, formalize their plans for the continued development of Reading Recovery teachers in program methods and strategies.

5. The Portland Reading Recovery Teacher Leader, in conjunction with the trained Reading Recovery teachers, continue to explore ways to brief primary grade teachers in Reading Recovery buildings about the program.

6. The program continue to develop procedures to involve parents in their childrens' education, especially reading.

7. The program collect longitudinal data on the number and percent of program children who receive supplemental instructional assistance (Chapter 1) in subsequent years.

8. The program report the results of achievement scores of program students on the Portland Achievement Levels Test when students begin to take the test in 1991-92.

Appendix A

Reading Recovery Diagnostic Survey

Letter Identification. Children are asked to identify as many as they can of 54 characters (the entire upper-case and lower-case alphabets, plus the alternative printed forms of "a" and "g"). They may identify the name of the letter or the sound the letter makes, or they may suggest a word that starts with that letter. Any of these responses would be considered correct. Teachers notice the kinds of substitutions children make as well as their accurate responses.

Word Test. The word list used in Ohio was compiled from the high frequency words from the basal series. The program advises that the list be made up of the most frequently occurring words in whatever basic reading texts are being used in the system. This test helps the teacher assess whether the child is acquiring knowledge of frequently occurring words. At no time in the Reading Recovery program is the child asked to read isolated words.

Concepts About Print. The teacher and child interact as the teacher reads a little book with pictures. The teacher questions the child in order to assess the child's development of significant concepts about printed language. For example, the child is asked to show a letter or a word, the front of the book, where we start to read, and which way we go when we read.

Writing. Children are asked to write all the words they can write (on a blank piece of paper) during a maximum of 10 minutes. After the child exhausts his/her supply of known words, perhaps beginning with the child's name, the teacher prompts from a list of high frequency words. The teacher notes words at which children make good attempts, because those show competence and knowledge.

Dictation Test. The teacher reads a simple sentence, containing 37 phonemes, and asks the child to try to write it. The test is interested in the child's ability to analyze a word and to represent the sounds heard. Accurate spelling is not the goal.

Text Reading. The teacher takes a "running record" of the child's reading of an extended piece of text. Then, the teacher analyzes the record, looking for evidence about how the child uses the cuing systems in reading (meaning, language structure, or visual information) and getting information about the complex processes going on during reading. The Text Reading level is a numerical score and refers to the level of difficulty a child can read with 90 percent accuracy or above. In addition to level, the teacher makes a qualitative assessment of the child's reading based on the behavior observed in reading various texts, from hard to easy.

Appendix B

Portland Reading Recovery Program
Schools, Teachers, Assignments and Source of Funds

School	Teachers	Assignment	Source of Funds
Arleta	Debrah Miles	.5 Reading Recovery .5 First Grade	Chapter 1 General Funds
	Nancy Mittelstadt	.5 Reading Recovery .5 First Grade	Chapter 1 General Funds
Atkinson	Carolyn Jones	.5 Reading Recovery .5 Chapter 1	Chapter 1 Chapter 1
Clark	Kathy Schenk	.5 Reading Recovery .5 Chapter 1	Chapter 1 Chapter 1
Glencoe	Midge Compton	.5 Reading Recovery .5 Chapter 1	Chapter 1 Chapter 1
Kelly	Barbara Parshley	.5 Reading Recovery .5 Chapter 1	Chapter 1 Chapter 1
Whitman	Mary Ranberg	.5 Reading Recovery .5 First Grade	Basic Skills General Funds
Woodmere	Diane Lunde	.5 Reading Recovery	Chapter 1/ Basic Skills
	Paul Colvin	.5 Reading Recovery	Chapter 1/ Basic Skills
Woodstock	Sue Adams	.5 Reading Recovery .5 Chapter 1	Chapter 1 Chapter 1
	Darlene Beck	.5 Reading Recovery	General Fund

Appendix C

ADMINISTRATORS OF READING RECOVERY PROGRAMS

Dear Administrators:

We are beginning to plan for next year's Reading Recovery program in your school. You are a VALUABLE partner in this program, and we would appreciate your insights and suggestions so that we might continue to implement a quality program. Please briefly respond to the following questions and send it back in the return-addressed envelope. Your comments are greatly appreciated.

---

1. What impact has Reading Recovery teacher had on the children in your school this year?

   SEE ATTACHED

2. What do teachers in your school say about Reading Recovery?

   SEE ATTACHED

3. What do parents of Reading Recovery children say about the Reading Recovery program?

   SEE ATTACHED

4. Circle the number below which best describes your view of Reading Recovery.

1	2	3	4	5
(0)	(0)	(0)	(1)	(10)
not a very good program				a very good program

5. What are your concerns about implementing Reading Recovery in your school next year?

   SEE ATTACHED

Content Analysis of Administrators' Comments

1. What impact has Reading Recovery had on the children in your school this year?

Comment	Number of Responses
a. Improved reading performance and self confidence	10
b. Not applicable	1

2. What do teachers in your school say about Reading Recovery?

	Comments	Number of Responses
a.	Are very supportive of program.	9
b.	Provides staff development.	2
c.	Want to learn strategies.	2
d.	Other.	2

3. What do parents of Reading Recovery children say about the Reading Recovery program?

	Comments	Number of Responses
a.	Parents are very supportive.	8
b.	Wished their older children had the opportunity to participate.	2
c.	Parents have made no comments.	2

4. What are your concerns about implementing Reading Recovery in your school next year?

	Comments	Number of Responses
a.	How to fund the program.	8
b.	Providing inservice to other first grade teachers in Reading Recovery strategies.	2
c.	Serving additional students.	1
d.	Other.	3

Appendix D

CLASSROOM TEACHERS OF READING RECOVERY STUDENTS

Dear Classroom Teachers:

We are beginning to plan for next year's Reading Recovery program in your school. You are a VALUABLE partner in this program, and we would appreciate your insights and suggestions so that we might continue to implement a quality program. Please briefly respond to the following questions and send it back in the return-addressed envelope. Your comments are greatly appreciated.

---

1. How much has the Reading Recovery teacher let you know about the progress of this/these student(s)? Circle the appropriate number.

1	2	3	4	5
(0)	(1)	(4)	(4)	(12)
nothing				a great deal

2. What changes have you observed in children participating in the Reading Recovery program as they work in the classroom?

   SEE ATTACHED

3. What do parents of Reading Recovery children say about the Reading Recovery program?

   SEE ATTACHED

4. Are you interested in having more children from your classroom involved in the Reading Recovery program? Why or why not?

   SEE ATTACHED

5. Circle the number below which best describes your view of Reading Recovery.

1	2	3	4	5
(0)	(0)	(4)	(4)	(13)
not a very good program				a very good program

6. Do you think the Reading Recovery student(s) in your room who were successfully discontinued from the project are now reading at a level similar to your average student?

Yes 15 No 2

7. Has the implementation of Reading Recovery in your school influenced your thinking about how you teach reading? If so, please explain briefly.

SEE ATTACHED

8. Can you make any suggestions about implementation improvements in new schools next year? Please be candid.

SEE ATTACHED

9. Other comments:

SEE ATTACHED

Content Analysis of Classroom Teachers' Comments

1. What changes have you observed in children participating in the Reading Recovery program as they work in the classroom?

	Comments	Number of Responses
a.	Improves reading performance and self confidence.	20
b.	No effect.	1

2. What do parents of Reading Recovery Children say about the Reading Recovery Program?

	Comments	Number of Responses
a.	They see positive effects of the program.	11
b.	I have received no comments from parents.	7
c.	The parents are uninvolved.	2

3. Are you interested in having more children from your classroom involved in the Reading Recovery program? Why or Why not?

	Comments	Number of Responses
a.	Yes. More students could benefit from it.	17
b.	Yes, if more than individual students could served.	1
c.	No.	1

4. Has the implementation of Reading Recovery in your school influenced your thinking about how you teach reading? If so, please explain briefly.

	Comments	Number of Responses
a.	Received some good ideas, and am able to use some strategies.	9
b.	No.	9
c.	Other.	2

5. Can you make any suggestions about implementation improvements in new schools next year? Please be candid.

	Comment	Number of Responses
a.	Serve more students.	5
b.	Provide more staff development to first grade teachers on RR strategies.	2
c.	Don't change anything: seemed to work well.	2
d.	Other	5

6. Other comments?

	Comments	Number of Responses
a.	This is a very good program which is benefitting students.	5
b.	I am concerned that some students are not receiving Chapter 1 because of RR.	3
c.	Other.	2

Appendix E

PARENTS OF READING RECOVERY STUDENTS

Dear Parent(s): 3/90

We are thinking about the needs of children and their parents as we make plans for next year. Since your child was involved in Reading Recovery, we are asking you to help us think about how Reading Recovery affected your child and your family this year.

Please answer the following questions. Your answers are quite IMPORTANT to us as we plan for next year!

---

1. How has Reading Recovery affected your child's experience in school?

   SEE ATTACHED

2. If you were telling another parent about the Reading Recovery program, what would you say?

   SEE ATTACHED

3. Did the Reading Recovery teacher let you know about your child's progress? If so, how were you contacted?

   SEE ATTACHED

4. Circle the number on the scale below which best describes your view of Reading Recovery.

1	2	3	4	5
(0)	(0)	(0)	(4)	(21)
not a very good program				a very good program

5. Since your child started the Reading Recovery Program: (Please complete the following.)

   a) I read to my child ___ times a week.
   b) This is:

   2 fewer times than before the program.
   10 about the same number of times.
   13 more times than before the program.

6. Other comments:

   SEE ATTACHED

Content Analysis of Parents' Comments

1. How has Reading Recovery affected your child's experience in school?

	Comments	Number of Responses
a.	Improved self-concept and reading performance.	25

2. If you were telling another parent about the Reading Recovery program, what would you say?

	Comments	Number of Responses
a.	A very good program for our children.	25

3. Did the Reading Recovery teacher let you know about your child's progress? If so, how were you contacted?

	Comments	Number of Responses
a.	Usually by phone, or parent/teacher conference.	18
b.	Written progress reports.	4
c.	Numerous ways.	3

4. Other comments.

	Comments	Number of Responses
a.	We are very satisfied and think that this is a good program.	17
b.	Other.	4